

Year 6: Autumn 1

Topic title: Happy

Knowledge:

Children will:

- Know 5 songs from memory, understand their styles and the background to them and also be able to name other songs from the same genre.
- Choose three or four other songs and be able to talk about:

The musical characteristics that give the song their style, the lyrical content, the musical dimensions within the songs and where they are used, (texture, dynamics, tempo, rhythm, pitch and timbre), Identify the structure of the songs (intro, verse, chorus etc.), Name some of the instruments used in the songs, the historical context of the songs- (musically and historically) Understand and talk about our own musical identities.

- Know and be able to talk about:

how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music

How to keep the internal pulse

Musical Leadership: creating musical ideas for the group to copy or respond to

Confidently sing five songs and their parts from memory with a strong internal pulse.

Represent the feeling and context to their audience by understanding the style of song.

Choose a song and be able to talk about its main features, the structure of the singing (i.e. solo singing, unison), what the song is about and the meaning of the lyrics.

Understand and explain the importance of warming up your voice

- Know and be able to talk about:

Ways of writing music down – e.g. staff notation, symbols

The notes C, D, E, F, G, A, B + C on the treble stave

Instruments they might play or be played in a band or orchestra or by their friends

- Know and be able to talk about:

What improvisation is and what it looks like and to understand that there are no mistakes when improvising if you use the given notes.

To understand that improvisation belongs to the musician.

Skills:

- To identify and move to the pulse with ease.
- Compare two songs in the same style discuss their similarities and differences and what stands out in them musically.
- Listen carefully and respectfully to other people's thoughts about the music and recognise what messages it could be portraying. Talk about how the music makes you feel, using musical language to describe the music
- Use musical vocabulary
- Talk about the musical dimensions working together in the Unit songs.
- Find the pulse, copy back rhythms based on the words of the main song, that include syncopation/off beat, copy back one-note riffs using simple and syncopated rhythm patterns, Lead the class by inventing rhythms for others to copy back, copy back two-note riffs by ear and with notation, question and answer using two different notes, copy back three-note riffs by ear and with notation.
- Sing solos, backing vocals and in unison. Experience different ways of using your voice for e.g. Rapping. Ensuring you have an awareness of being 'in tune'. Demonstrate a good singing posture. Follow a leader when singing and be able to listen to each other and be aware of how you fit into the group.
- Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
- Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges and use up to 3 notes to improvise with.
- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Be able to name three well-known improvising musicians
Understand that using one, two or three notes confidently is better than using five

- Know and be able to discuss:

That composition is music that is created by you and kept in some way. It is written down to be played or performed again to an audience.

A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure

Notation: recognise the connection between sound and symbol

- Know, discuss and understand that:

Performing is sharing music with an audience with belief. The audience and occasion can vary and differ, you may know them you may not. Everything that will be performed must be planned and learned. You must sing/rap/play clearly and with confidence, performance involves communicating ideas, thoughts and feelings about the song/music.

- Create a programme to perform with a venue in mind. Discuss how the venue will affect the performance and how it can be best utilised. Record the performance and compare it to a previous performance- discuss it musically – “What went well?” and “It would have been even better if...?”

The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.

Year 6: Spring one

Topic title: You’ve got a friend in me.

Knowledge:

Children will:

- Know 5 songs from memory, understand their styles and the background to them and also be able to name other songs from the same genre.

Skills:

- To identify and move to the pulse with ease.
- Compare two songs in the same style discuss their similarities and differences and what stands out in them musically.

- Choose three or four other songs and be able to talk about:

The musical characteristics that give the song their style, the lyrical content, the musical dimensions within the songs and where they are used, (texture, dynamics, tempo, rhythm, pitch and timbre), Identify the structure of the songs (intro, verse, chorus etc.), Name some of the instruments used in the songs, the historical context of the songs- (musically and historically) Understand and talk about our own musical identities.

- Know and be able to talk about:

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Understand and explain the importance of warming up your voice

- Know and be able to talk about:

Ways of writing music down – e.g. staff notation, symbols

The notes C, D, E, F, G, A, B + C on the treble stave

Instruments they might play or be played in a band or orchestra or by their friends

- Know and be able to talk about:

What improvisation is and what it looks like and to understand that there are no mistakes when improvising if you use the given notes.

- Listen carefully and respectfully to other people’s thoughts about the music and recognise what messages it could be portraying. Talk about how the music makes you feel, using musical language to describe the music
- Use musical vocabulary
- Talk about the musical dimensions working together in the Unit songs.
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- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
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Topic title: Music and me

Classical music

(Revision of musical elements from throughout the year in this topic.)

The history of music, look back and consolidate your learning, learn some of the language of music

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To know that you can use riffs and licks within improvisations.

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Notation: recognise the connection between sound and symbol

- Know, discuss and understand that:

structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

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AZ of keywords below:

A Capella: Without accompaniment from instruments, i.e. voices only.
Appraising: Listening carefully and considering aspects of the music.
Arrangements: How voices and instruments are used in a song; where they occur within the song.

Back beat: Beats 2 and 4 in a drum-line or if we are clapping along with the music.
Backing: The accompaniment to a song.
Balance: The level of volume at which players or singers play. If the balance is good then everyone can be heard.
Ballad: A gentle love song.
Band: Playing/singing/performing together.
Bossa Nova: A Brazilian dance music that has syncopated guitar rhythms.
Blues: A style of music characterised by its harmonic structure and the notes used to create the melodies.
Bridge/middle 8: Contrasting section which leads back to main material.

Call and response: A musical structure where a solo person sings or plays a musical idea and the rest of the performers sing or play a different musical idea.
Chord: More than one note played at the same time.
Chorus: A repeated section in a song which gives the main message.
Classical music: This often means all Western art music from the Medieval era to the present. More specifically, it is music composed between c.1720 and 1840, e.g. the era of Mozart, Joseph Haydn, and the young Beethoven.
Coda: Short section which brings the song or piece to an end.
Cover: A version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.

Grime: Electronic dance music that emerged in London in the early 2000s. It developed out of a British electronic music style called UK Garage, and draws influences from Jungle, Dancehall, and Hip Hop. It has been described as the "most significant musical development within the UK for decades."

Harmony: Different notes sung or played at the same time to produce chords.
Hip-Hop: Music that developed in the 1970s but remains very popular today. It includes rapping.
Hook: A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

Improvise: To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
Interlude: A passage of music played between the main theme.
Introduction: Music heard at the beginning of a song or piece of music

Keyboard: An electric instrument played like the piano. It has a range of pre-recorded sounds.

Lyrics: The words of a song.

Melody: Another name for tune.
Melodic: The music has a melody or tune.
Motown: A 1960s label created from Soul music characterised by a rhythm section playing, laying down the groove with a funky bassline and a tambourine sounding over the top. Often brass sections play punchy riff-based rhythms and sometimes violins playing long high notes.

Composing: Creating and developing musical ideas and 'fixing' them.
Crossover: Can be a mixture of different styles which introduces new music to different audier

Decks: Equipment used by DJs, MCs, and Rappers to mic sounds from different records and to make effects e.g. scratching that was first used in the late 1970s.
Disco: (short for discotheque) is dance music from the 1970s, characterized by hypnotic rhythmic repetitive lyrics and electronically produced sounds.
Drum loops: A sequence of sounds/music that is recorded, may be sampled, and is reproduced digitally or electronically.
Dynamics: A musical dimension indicating how loudly or quietly the music is being played.

Ending: Short section which brings the song or piece to an end.
Ensemble: A French word used to describe playing, singing or performing together.

Folk tunes/melodies: Music sung or played by people, usually not recorded or performed. Of the music is passed down through families and friends.
Funk: music with strong bass lines and a heavy syncopated beat.

Gospel: Music that is christian usually sung with rich harmony and often with a call and response structure.
Groove: The rhythmic part of the music that makes you want to move and dance.

Neo-Soul: The style emerged from Soul and contemporary RnB. The instrumentation, arrangement and studio mix are very important. Songs are mixed in the studio to sound as if they are from an older Soul era like the Motown era. The modern way in which the songs are produced, give a timeless Soul feel that has a contemporary edge.
Notation: Ways to visually represent music.

Offbeat: The beat that is not the strong beat. If a piece of music has 4 beats in a bar i.e. 1, 2, 3, 4, beats 2 and 4 would be the 'off' beats.
Organ: Organ usually refers to church organs but is also used to describe a type of electric keyboard that is large and with 2 or 3 keyboards and foot pedals.
Original: The first ever version of a song.
Ostinato: A short repeated rhythmic or melodic pattern.
Outro: Short section which brings the song or piece to an end.

Pentatonic scale: A fixed five-note pattern e.g: the five black keys on a piano.
Performing: Singing and playing instruments for others to hear.
Phrase: A musical sentence.
Pitch: A musical dimension that describes the range of high and low sounds.
Pop music: A shortened form of 'Popular music'. Pop music constantly changes as we change and the world changes.
Pre-chorus: A short section in a song, before the chorus.
Producer: A record producer or music producer oversees and manages the sound recording and production of a band or performer's music.
Pulse/beat: The heartbeat or steady beat of a song/piece of music.

Rapping: A vocal technique in which the performer speaks rhythmically against a steady beat.
Recurring theme: A tune that repeats again and again in a piece of music.
Rhythm: A musical dimension that describes the combination of long and short sounds to make patterns.

Reggae: Developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar.

Riff: A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

Roots Reggae: Music that deals with social and racial issues and references elements of Rastafari.

Sampling: Record a sample of music, a small section, and re-use it in another piece of music or song. Used frequently in hip-hop and other Pop music.

Secular: Non-religious.

Solo: An Italian word to describe playing, singing or performing of one person or on our own.

Structure/form/shape:How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.

Rock music: Came from Rock'n'roll of America in the 1950s and 1960s. It is characterised by loud guitars and drums due to the heavy amplification, strong bass line and driving rhythms.

Style: The type of music e.g. Blues or Rock.

Style indicators: Identifiers that show us the genre of the music.

Swing: A type of rhythm often associated with Jazz. Notes in the rhythm pattern are made longer and shorter to create a syncopated effect.

Syncopation: Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

Synthesizer: An electric instrument that looks like a keyboard and has pre-recorded and created sounds.

Tag: (Usually) a short ending, tagged on to the main part of the song.

Tempo: A musical dimension that describes how fast or slowly the music is played.

Texture: A musical dimension that describes the layers of sound in music.

Timbre: A musical dimension that describes the quality and character of the sound of the instruments used.

Turntables: (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats.

Unison: Everyone plays or sings the same music at the same time.

Urban contemporary: Modern music that uses elements of Soul, Hip Hop, Funk, Jazz and RnB.

Verse: A section in a song which has the same tune but different words.